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ABSTRACT

This is a demographic survey of families with preschool children in the Appalachian area conducted to provide information concerning the target audience for the Appalachia Educational Laboratory's Home-Oriented Preschool Education Program (HOPE). HOPE is an integrated approach to education for preschool and kindergarten children using home, group and televised instruction. This survey was conducted on a sample of 699 families living in Appalachian areas of seven states. Data presented here include information on family size, community size, percentage of mothers who are heads of households, percentage of mothers who work outside the home, occupations and educational levels of heads of households, number of families whose children have nursery school, kindergarten or home-based program experience, person in charge of the child during the day, number of meals the child eats at home, types of reading materials in the home, and the cultural environment provided by the family. Five correlations between selected variables are reported. It is concluded that the data support claims of diversity in the Appalachian region. (MS)

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A Demographic Survey of Appalachian Parents of Preschool Children

Joe E. Shively

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Technical Report No. 46

Research and Evaluation Division
Appalachia Educational Laboratory, Inc.
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Introduction

The Home-Oriented Preschool Education (HOPE) process, being developed by Marketable Preschool Education Program (MPEP) of the Appalachia Educational Laboratory (AEL), is an integrated approach to education for three-, four-, and five-year-old children. It includes the use of home instruction, group instruction, and televised instruction as the three major components.

The first component involves a trained paraprofessional who goes to the home of each child in an assigned region once a week to deliver materials and supplies which are to be shared by the child and parent. This home visitor also spends time with both the child and parent in learning activities which benefit the child and, depending on the needs of the child and parent, spends time in discussion with the parent in an attempt to foster positive interactions with the child and to enable the parent to perform in an effective instructional role.

The second component involves group interaction. Once each week the child attends a two-hour session in a group setting with peers in a mobile classroom or convenient fixed location. Activities presented by a trained professional teacher are based on the objectives for the total program and serve to initiate supervised social interaction of children in small groups. These group activities reinforce material presented in the televised lessons and complement the efforts at home of parents and visiting paraprofessionals. Parents meet weekly to discuss their child-training experiences.

The third component involves televised instruction. It is used to initiate basic skill instruction, encourage the desire for learning, and provide new experiences for young children. Television also provides a thread of continuity to the entire effort. Each lesson is thirty minutes long and the lessons are broadcast into the children's homes five days a week. Since the lessons are based on behavioral objectives, the emphasis is on attainment through entertaining program content.

Each component is essential yet individually each component is not sufficient to provide an adequate intervention program for preschool children. The program is designed to integrate the three components into a viable system of mutually complementary relationships which is cost effective in the attainment of desired, lasting effects in the life of the child. The curriculum is planned and generated and then the strengths of each delivery mode are exploited to the fullest and the countervailing weaknesses are effectively countered in the integrated system.

The terminal objective of the program is to make available to rural children a preschool education program which will: (a) utilize existing public and private television transmission facilities to deliver the program; (b) encourage multi-district and multi-state planning, funding, and implementation; (c) be more cost effective than the traditional classroom approach in an area that is lacking in preschool facilities; (d) make use of paraprofessionals; and (e) involve and assist the parent in the instructional role.[1]

In order that the integrated program can be successfully implemented into the Appalachian Region, it is essential to be able to accurately describe the characteristics of the target population. Once the target population is accurately described, then the program can be modified to fit the needs of this culturally diverse population.

To provide the necessary information to describe the population, a demographic survey at specific Appalachian sites was planned. Parents of preschool children were asked questions relating to education, employment, age of children, etc. Thus, the obtained data not only described the characteristics of

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[1]Appalachia Educational Laboratory, Inc. Marketable Preschool Education Program: Basic Program Plan. Charleston, W. Va.: AEL, April, 1972.

the target population, but also provided information upon which program development and implementation decisions can be made.

Methodology

The following section provides a description of the sample used in this field study, the techniques used in collecting the data, a description of the data-gathering instrument, and the data analysis procedure.

Description of Sample

Based on the requirements of the field studies plan,[2] it was decided that the sample should consist of families living in the states of Alabama, Kentucky, Ohio, Pennyslvania, Tennessee, Virginia, and West Virginia.

In order to locate possible sites within the area, a survey was made of existing programs utilizing regular home visits. Chief state school officers or their representatives were contacted to obtain a list of the home-based preschool programs in their area. The logistical constraints of time and available resources made it necessary to utilize parents whose children were being visited regularly by a paraprofessional. No other method of sample selection would have allowed both an accessible population and the necessary staff to conduct the survey within the time limits of the contracted scope of work.

From these lists and from previous contacts with programs which utilize the HOPE process, a number of sites was tentatively selected for use in data collection within the seven states listed above. The sites varied in the nature of preschool program as well as sample characteristics including number of available families. Table 1 indicates the size, location, and

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[2] Joe E. Shively and Brainard W. Hines. Plan for Marketable Preschool Education Program 1974 Field Studies. Charleston, W . Va.: Appalachia Educational Laboratory, Inc., June, 1974.

Table 1

Demographic Survey Site Characteristics

Type of Program	State	Site	Counties	Total Available	Original Sample	Revised Sample
HOPE Model	Alabama	TARCOG	Madison, Limestone, Jackson, Dekalb, Marshall	82	82	48
Head Start	Kentucky	State Head Start	Letcher, Pike, Knott	122	122	91
HOPE Model	Ohio	Project Appalachia HOPE	Gallia	143	143	116
Head Start	Pennsylvania	Armstrong Co. Com. Act. Agency	Armstrong	55	36	23
Head Start	Pennsylvania	Washington-Greene CAP	Washington, Greene	100	50	30
HOPE Model	Tennessee	Clinch-Powell Ed. Coop.	Campbell, Claiborne, Hancock, Union	600	200	176
Special Ed.	Virginia	DILENOWISCO Ed. Coop.	Lee, Wise, Scott, Norton (ind. city)	250	197	108
HOPE Model	West Virginia	Pendleton Co. ECE Demonstration	Pendleton	65	65	58
Head Start	West Virginia	Raleigh County Schools	Raleigh	56	56	49
					951	699

type of program for each of the sites which were selected for inclusion in the field survey.

The original sample of 951 families selected for the study did meet at least three general requirements which included most of the criteria listed in the field studies plan.

1. The sample adequately represented the target population as defined by AEL, i.e., "Families with preschool children ages 3, 4, and 5, living in areas other than cities of 50,000 or more."[3]
2. The sample was readily accessible and did not involve major logistical problems in data collection.
3. The sample was large enough for accuracy in extrapolation and selected from the seven state region served by AEL.

A random selection of families was made in sites where the number of families available exceeded the number needed for sampling purposes.

Since the method of selection of sites and families was partly based on availability rather than completely random, it was necessary to determine the degree of correspondence between the sample and the MPEP target population on variables where data were already available. A preliminary comparison of data from the counties in which sites were located with corresponding data from the total adult population in the Appalachian Region revealed that the counties in which the sites were located as a whole had a lower level of income ($5,746) than the figure for the overall region ($6,873). In addition, these counties had a slightly lower percentage of families with television sets (90%) than did the region (92%). See Appendix A for more detailed data.

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[3]Ibid., p. 4.

If the sample selected from each site was representative of the county from which it was chosen, then the sites slightly underestimated the socio-economic level of the general population of the Appalachian Region. Data obtained from the U. S. Census Bureau provided evidence of the relationship between the survey sample and the specific MPEP target population. A comparison of the survey data from 951 surveyed homes with the U. S. Census Bureau preschool family data on educational, occupational, and other demographic variables indicated the non-similarity between the distributions. Consequently, a matrix sampling technique based on educational and occupational variables was employed to sample from the survey data such that the resulting survey distribution and the U. S. Census Bureau distribution would be comparable. Use of the matrix sampling technique resulted in a revised survey sample (n = 699) whose distribution was comparable to the distribution of the U. S. Census Bureau data for the specific MPEP target population. Comparability of the data collected in this survey with the U. S. Census Bureau population statistics thus established the validity and credibility of the data collected in the television and parent materials surveys.

Data Collection Techniques

The evaluation staff decided to train the supervisory staff of the nine sites who in turn would train their staff to go into the homes and collect the data since it was not practical for AEL to train all of the paraprofessionals to administer the instrument used in the field survey.

The supervisory staffs were brought to AEL during early March of 1974, and were acquainted with the purposes and structure of the field study. They were trained in the administration of the instrument and were aided in the selection of parents who were to receive the survey instruments. During the

training sessions, definitions of terms were standardized, allotted time for administration was discussed, and procedures for handling any refusals by parents to respond to specific items or whole questionnaires were established.

After returning to their sites, the supervisors were responsible for both training and coordinating activities of the paraprofessionals. A total of fifty home visitors was trained in all of the sites, allowing for approximately twenty families to be surveyed by each home visitor. Appendix B contains the instruction sheet used by the home visitors.

The survey was carried out during the period of March 15 to March 29 with most home visitors gathering data after regular working hours. This schedule helped to prevent any interference with normal program operation within the sites.

During the time the survey data were being collected, AEL staff visited with each site or contacted them by telephone to ascertain that schedules were being met and that proper data collection procedures were being followed. After the data were collected, they were returned to AEL for compilation. Each supervisor was contacted--either by telephone or through a return trip to AEL--and was debriefed. Any difficulties or successes related to either the training procedures or data collection techniques were discussed and recorded. Interpretations of the debriefing information could then be used to help explain or clarify unusual data analysis outcomes.

Description of the Instrument

The instrument contains thirteen items dealing with various characteristics of the target population (see Appendix C). Item 1 deals with the number of children by age level living within the home. Items 2, 3, and 6 pertain to previous educational experiences of the preschool children. Items 4 and 5 deal with the mother of the preschool child as head of the household

and item 7 deals with the occupation of the head of the household. Item 8 pertains to the population density of the area in which the home is located. Item 9 asks about various reading materials found in the home and item 10 concerns the educational level of both the head of the household and of the mother. Items 11 and 12, respectively, deal with the person in charge of the preschool child during the day and those meals that the preschool child eats with the family. Finally, item 13 relates to the frequency of visits by the child to various places of interest.

The instrument was constructed to survey those characteristics of the target population which were deemed of importance in the development of the educational program. Since only specific questions were raised, the items on the instrument provide a valid mechanism for obtaining the answers.

It should also be pointed out that several of the items are constructed in a format parallel to items found on other survey instruments for which data are available. For example, items 1, 3, 4, 7, 8, and 10 are also items which appeared on the U. S. Census questionnaire of 1970. Similarly, items 9, 10, and 13 are items which appeared in a survey conducted in two sites in Appalachia in 1968 by Hooper and Marshall.[4]

The Hooper-Marshall survey covered a series of studies whose major emphasis was with socioeconomically disadvantaged preschool children. A portion of the Hooper-Marshall survey involved administering several survey instruments to 111 families of preschool children in two counties in West Virginia. It is the data obtained through these instruments that are presented where appropriate as comparative data.

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[4]F. H. Hooper and W. H. Marshall. The Initial Phase of a Preschool Curriculum Development Project, Final Report. Morgantown, W. Va.: West Virginia University, August, 1968.

Data Analysis

Since the local demographic survey was conducted to provide information necessary to accurately describe the characteristics of the target population, no inferential statistics were required. All data collected were treated via tabulations and descriptive statistics.

Results of the Survey

Each item on the survey will be presented and a tabulation of the data will also be provided. Where appropriate comparison data from either the Hoover-Marshall study or from the U. S. Census Bureau are available, they will be presented.

Number and Location of Sample

Item 1. This question asked "How many children of each age (0, 1, 2, 3, 4, 5, 6 or older) live in this house?" Table 2 presents the regional data for this item.

Table 2

Number of Families With Children of Different Ages
(Regional, n=699)

Age Level of Children	Number of Children Within Family										# Children of Each Age	% Children of Each Age*	% Children of Each Age U.S. Census Bureau*
	0	1	2	3	4	5	6	7	8	9 or more			
0	636	61	2								65	5.8	16.3
1	621	78	0								78	7.0	16.0
2	565	133	1								135	12.0	15.8
3	465	232	2								236	21.1	16.5
4	439	256	4								264	23.6	17.2
5	360	335	4								343	30.6	18.2
6 or older	308	176	111	45	26	18	11	2	1	1	824		

*Based on 0 through 5 only

From Table 2, it appears that there are 236 three-year-old children, 264 four-year-old children, and 343 five-year-old children in the sample of

699 families. [The 236 is obtained from the 232 families having one child and two families having two children, i.e., 236 = (232 x 1) + (2 x 2). The other figures are obtained in a similar manner.] There are only 135 two-year-olds, 78 one-year-olds, and 65 children of less than one year of age. There were 636 families (91%) who had no children of less than one year of age. Over one-half of the families (55.9%) have older children in the home.

Table 3 presents data on the actual size of the family in terms of the number of children living at home per family while Figure 1 presents the total percentage graphically.

Table 3

Size of Family
(by State/Site, n=699)

# of Children Per Family	Number of Families											Total	
	Ala.	Ky.	O.	Pa.			Tenn.	Va.	W.Va.			#	%
				#1	#2	Total			#1	#2	Total		
1	6	14	16	1	4	5	45	16	11	15	26	128	18.3
2	13	30	52	8	8	16	76	35	25	8	33	255	36.5
3	10	18	23	8	7	15	33	24	11	10	21	144	20.6
4	7	14	14	3	3	6	9	20	7	5	12	82	11.7
5	5	9	4	2	1	3	6	7	0	7	7	41	5.9
6	2	3	3	0	1	1	3	1	3	3	6	19	2.7
7	3	1	0	0	4	4	2	4	0	1	1	15	2.1
8	2	1	4	1	2	3	1	0	1	0	1	12	1.7
9	0	1	0	0	0	0	1	1	0	0	0	3	0.4
n	48	91	116	23	30	53	176	108	58	49	107	699	100.0

From Table 3 it appears that over one-half (54.8%) of the families only have one or two children at home and over three-fourths (75.4%) of the families have

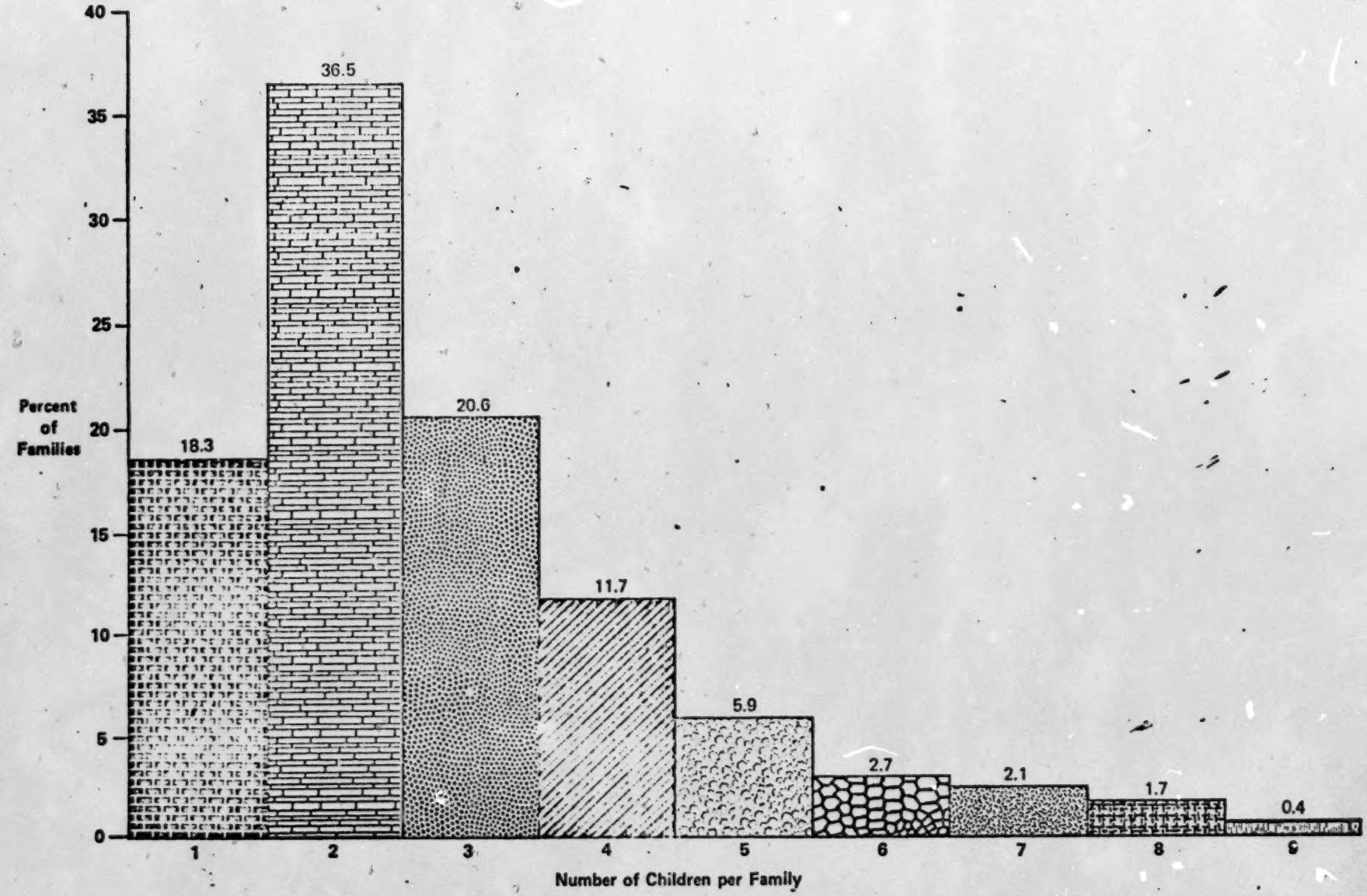

Figure 1
Size of Family
(Regional; n = 699)

three or less children at home. And nearly seven-eighths (87.1%) of the families have four or less children at home. Hence, only 12.9% of the families have five or more children living in the home.

Item 8 asked "In what size place do you live?" Table 4 presents the regional data for this item, while Figure 2 presents the data graphically.

Table 4

Frequency and Percent of Families by Size of Area in Which Family Resides (Regional, n=699)

50,000-10,000		9,999-2,500		<2,500		Total	
#	%	#	%	#	%	#	%
47	6.7 (17.0)*	111	15.9 (15.0)*	541	77.4 (68.0)*	699	100.0

*U. S. Census Bureau Percentage

From Table 4 it can be seen that over three-fourths (77.4%) of the families surveyed lived in small town or rural areas of less than 2,500 people. Table 5 presents data for item 8 by state/site.

Table 5

Number and Percent of Families Living in Communities of Various Sizes (by State/Site, n=699)

State/Site	50,000-10,000		9,999-2,500		<2,500	
	#	%	#	%	#	%
Alabama	15	31	5	10	28	58
Kentucky	0	0	0	0	91	100
Ohio	13	11	33	28	70	60
Pennsylvania #1	0	0	11	48	12	52
Pennsylvania #2	5	17	10	33	15	50
Pennsylvania Total	5	9	21	40	27	51
Tennessee	0	0	25	14	151	86
Virginia	2	2	27	25	79	73
West Virginia #1	0	0	0	0	58	100
West Virginia #2	12	24	0	0	37	76
West Virginia Total	12	11	0	0	95	89
Total	47	7	111	16	541	77

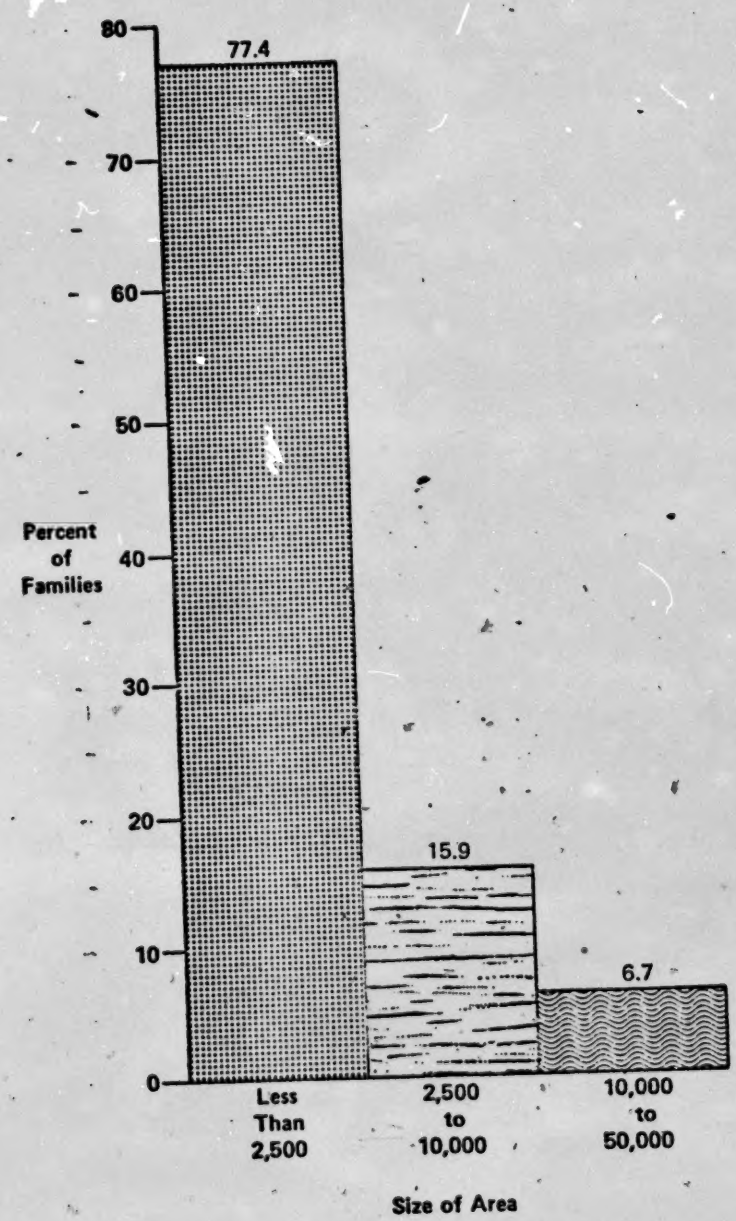

Figure 2
Percent of Families by Size of Area in which Family Resides (Regional, n = 699)

Parental Characteristics

Item 4 asked "Is the mother the head of the household?" Table 6 presents the regional data for this item.

Table 6

Frequency and Percent of Mothers as Head of Household
(Regional, n=699)

Yes		No		Total	
#	%	#	%	#	%
88	12.6 (7.3)*	611	87.4 (92.7)*	699	100.0

*U.S. Bureau of the Census

From Table 6, it is evident that in only 12.6% of the families surveyed was the mother considered to be the head of the household. Table 7 presents the data by state/site.

Table 7

Number and Percent of Families Where Mother Is
Head of Household
(by State/Site, n=699)

State/Site	Mother Head of Household			
	No		Yes	
	#	%	#	%
Alabama	37	77	11	23
Kentucky	80	88	11	12
Ohio	105	91	11	9
Pennsylvania #1	15	65	8	35
Pennsylvania #2	22	73	8	27
Pennsylvania Total	37	70	16	30
Tennessee	165	94	11	6
Virginia	92	85	16	15
West Virginia #1	55	95	3	5
West Virginia #2	40	82	9	18
West Virginia Total	95	89	12	11
Total	611	87.4	88	12.6

Item 5 asked "Does the mother work outside the home?" Table 8 presents the regional data for this item, whereas Figure 3 presents the data graphically.

Table 8

Frequency and Percent of Families Where Mother Works Outside Home
(Regional, n=699)

Non-Work		Part-Time		Full-Time	
#	%	#	%	#	%
511	73.1	61	8.7	127	18.2

From Table 8, it appears that most (73.1%) of the mothers are not employed outside the home and only a few work part-time outside the home. Table 9 presents this item data by state/site.

Table 9

Frequency and Percent of Families Where Mother Works Outside Home
(by State/Site, n=699)

State/Site	Non-Work		Part-Time		Full-Time	
	#	%	#	%	#	%
Alabama	25	52	6	13	17	35
Kentucky	72	79	7	8	12	13
Ohio	77	66	14	12	25	22
Pennsylvania #1	12	52	5	22	6	26
Pennsylvania #2	26	87	0	0	4	13
Pennsylvania Total	38	72	5	9	10	19
Tennessee	139	79	15	9	22	13
Virginia	85	79	8	7	15	14
West Virginia #1	36	62	5	9	17	29
West Virginia #2	39	80	1	2	9	18
West Virginia Total	75	70	6	6	26	24
Total	511	73.1	61	8.7	127	18.2

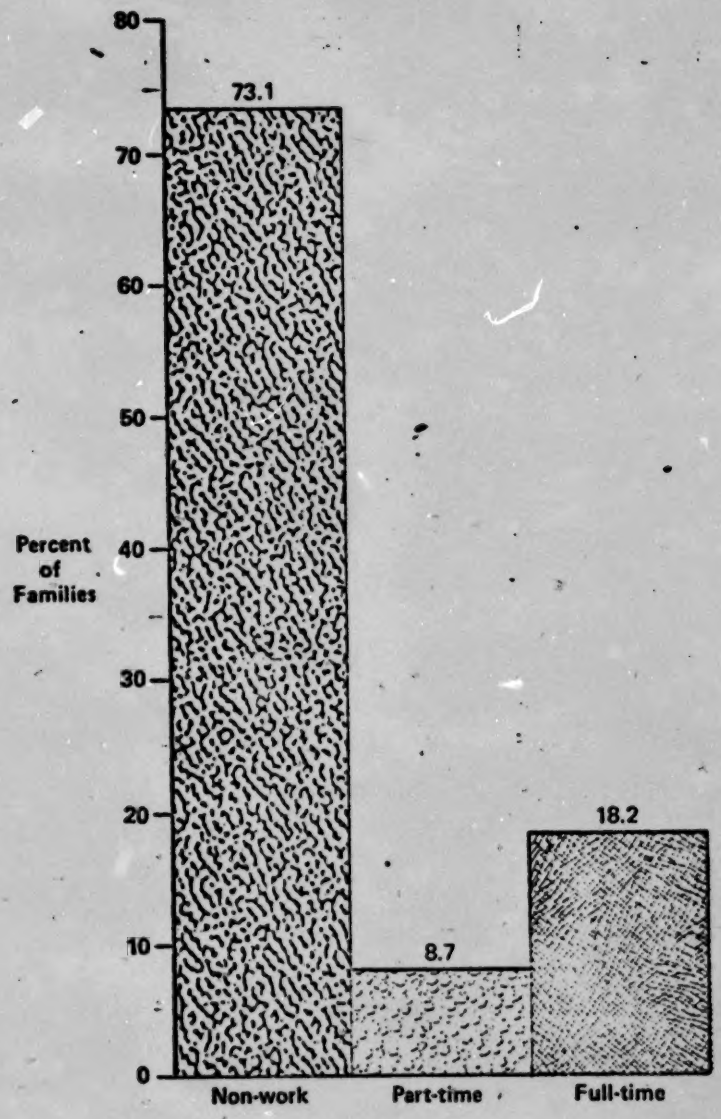

Figure 3
Employment Status of Mothers
(Regional, n = 699)

From Table 9, it can be seen that in Alabama over one-third of the mothers (35%) work full-time outside the home.

Item 7 asked "What is the occupation of the head of the household?" Each person surveyed was to state exactly what the occupation was and then the home visitor/surveyor used this description to classify the occupation into one of thirteen categories. These thirteen categories were derived from the categories generated by the U. S. Bureau of the Census. Table 10 presents the regional data for item 7, while Figure 4 depicts the data graphically.

Table 10

Frequency of Heads of Household in Various Occupations
(Regional, n=699)

Occupational Category	Frequency	Percent	U.S. Census Bureau Percent
1. Professional/Technical	54	7.7	10.5
2. Managers/Administrators	42	6.0	7.1
3. Sales Workers	16	2.3	4.4
4. Clerical Workers	12	1.7	5.1
5. Craftsmen	162	23.2	22.1
6. Operative	79	11.3	18.7
7. Truck Drivers	61	8.7	6.9
8. Laborers, non-farm	110	15.7	6.1
9. Farmers/Farm Managers	27	3.9	1.6
10. Farm Laborers/Foremen	6	0.9	1.0
11. Service Workers	40	5.7	4.0
12. Private Household Workers	2	0.3	0.3
13. Not Employed and Unemployed	86	12.3	12.2
Missing	2	0.3	

From Table 10, it appears that over one-third (38.9%) of the heads of household were listed as being either craftsmen or non-farm laborers. Table 11 presents item 7 data by state/site.

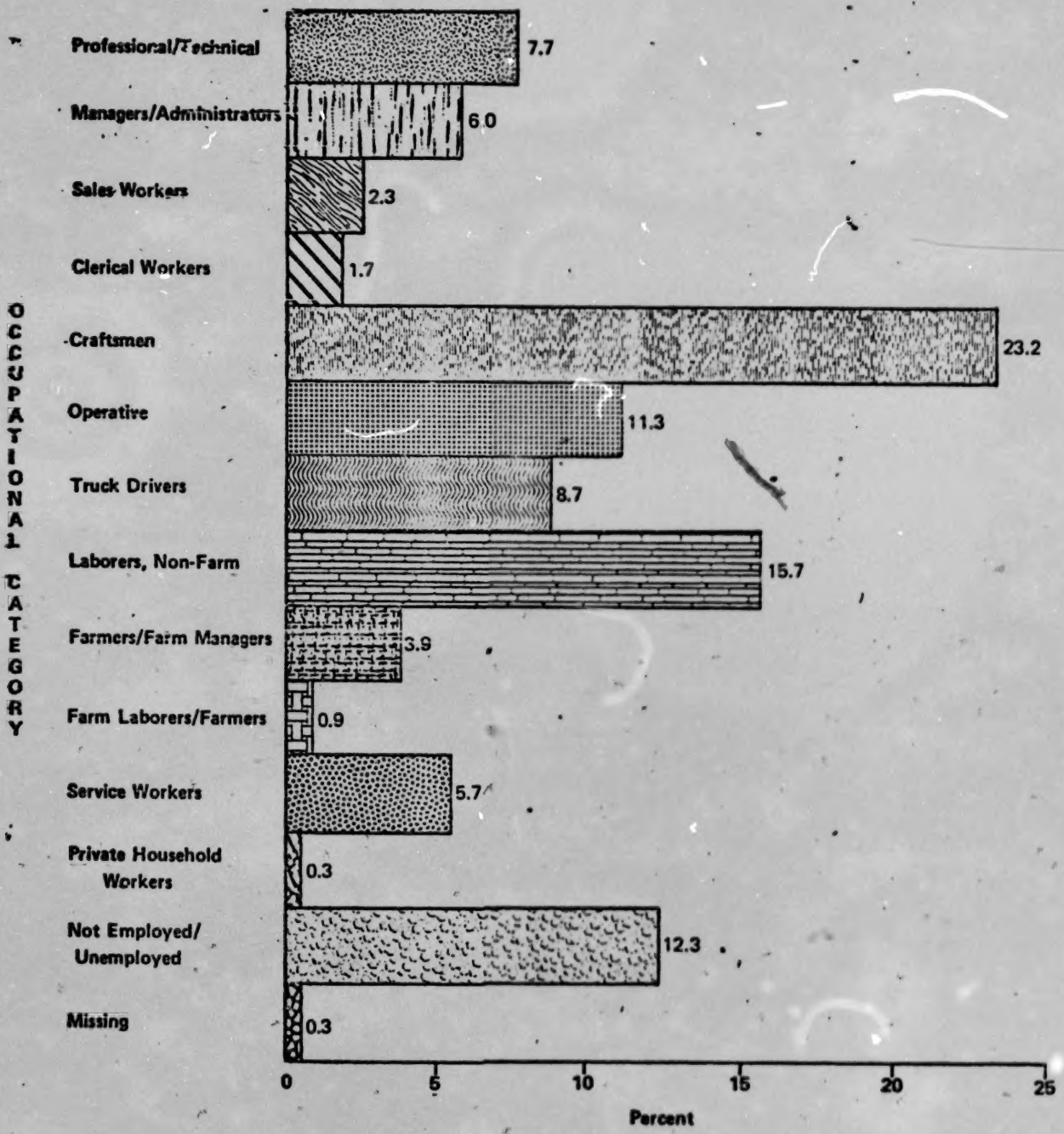

Figure 4
Percent of Heads of Households in Various Occupations (Regional, n = 699)

Table 11

Number of Heads of Household in Various Occupations
(by State/Site, n=699)

Head of Household Occupational Category	Number of Heads of Household												
	Ala.	Ky.	O.	Pa.			Tenn.	Va.	W.Va.			Total	
				#1	#2	Tot.			#1	#2	Tot.	#	%
Prof./Tech.	0	3	12	0	2	2	11	13	11	2	13	54	7.7
Mgr./Admin.	3	1	11	0	0	0	21	4	2	0	2	42	6.0
Sales Wkrs.	1	2	2	0	0	0	7	1	2	1	3	16	2.3
Clerical Wkrs.	0	2	4	0	0	0	4	0	2	0	2	12	1.7
Craftsmen	10	22	33	5	6	11	41	28	11	6	17	162	23.2
Operative	16	2	7	3	2	5	17	17	9	6	15	79	11.3
Truckers/Trans.	6	7	9	2	4	6	16	12	3	2	5	61	8.7
Laborers, non-farm	4	27	9	4	6	10	34	7	7	12	19	110	15.7
Farmers/Farm Mgrs.	0	1	7	0	0	0	4	11	4	0	4	27	3.9
Farm Lbrs. & Foremen	0	0	1	0	0	0	0	4	1	0	1	6	0.9
Service Workers	5	2	8	4	2	6	6	7	4	2	6	40	5.7
Pvt. Household Wkrs.	1	0	0	1	0	1	0	0	0	0	0	2	0.3
Unemployed/Not Empl.	1	22	13	4	7	11	15	4	2	18	20	86	12.3
Total	47	91	116	23	29	52	176	108	58	49	107	697	99.7
Missing	1				1	1						2	0.3

Item 10 dealt with the highest grade in school completed by the head of the household and by the mother. Table 12 presents the regional data for item 10, whereas Figure 5 depicts the data graphically. Data from the 1968 Hooper-Marshall study are also presented in Table 13, but it should be noted that in the study the educational attainment of the <u>father</u> and not of the head of the household was specifically requested.

Table 12

Educational Level of Heads of Household (# and % of Families) and of Mothers (Regional, n=699)

Educational Level	Head of Household			Mothers		
	#	%	U.S.Census %	#	%	U.S.Census %
Elementary						
1-4 years	41	5.9	4.2	13	1.9	1.4
5-6 years	37	5.3	4.9	19	2.7	2.5
7 years	40	5.7	4.5	24	3.4	3.2
8 years	94	13.4	10.1	54	7.7	7.5
High School						
1-3 years	134	19.2	20.7	182	26.0	24.5
4 years	251	35.9	37.8	322	46.1	47.6
College						
1-3 years	53	7.6	8.2	58	8.3	8.1
4 years	27	3.9	5.4	24	3.4	4.0
5+ years	19	2.7	4.4	3	0.4	1.1
Omit	3	0.4		0	0.0	

From Table 12 over 50% of the heads of household are at least high school graduates and over 80% are at least eighth grade graduates. Less than one-fifth of the heads of household have completed less than eight years of formal schooling. Unfortunately, the same comparisons from Table 13 cannot be made. It is interesting to note, however, that the percent of mothers completing collegiate activities has increased over 670% from the 1968 survey to the 1974 survey. Similarly, but to a lesser extent than for just the mother, the heads of household also increased by 175% in terms of those who have completed collegiate activities. It should also be pointed out that the figures for head of household may be somewhat inflated since from Table 6 it was found that 12.6% of the mothers were also heads of household and would thus have a double entry. Table 14 presents item 10 data by state/site.

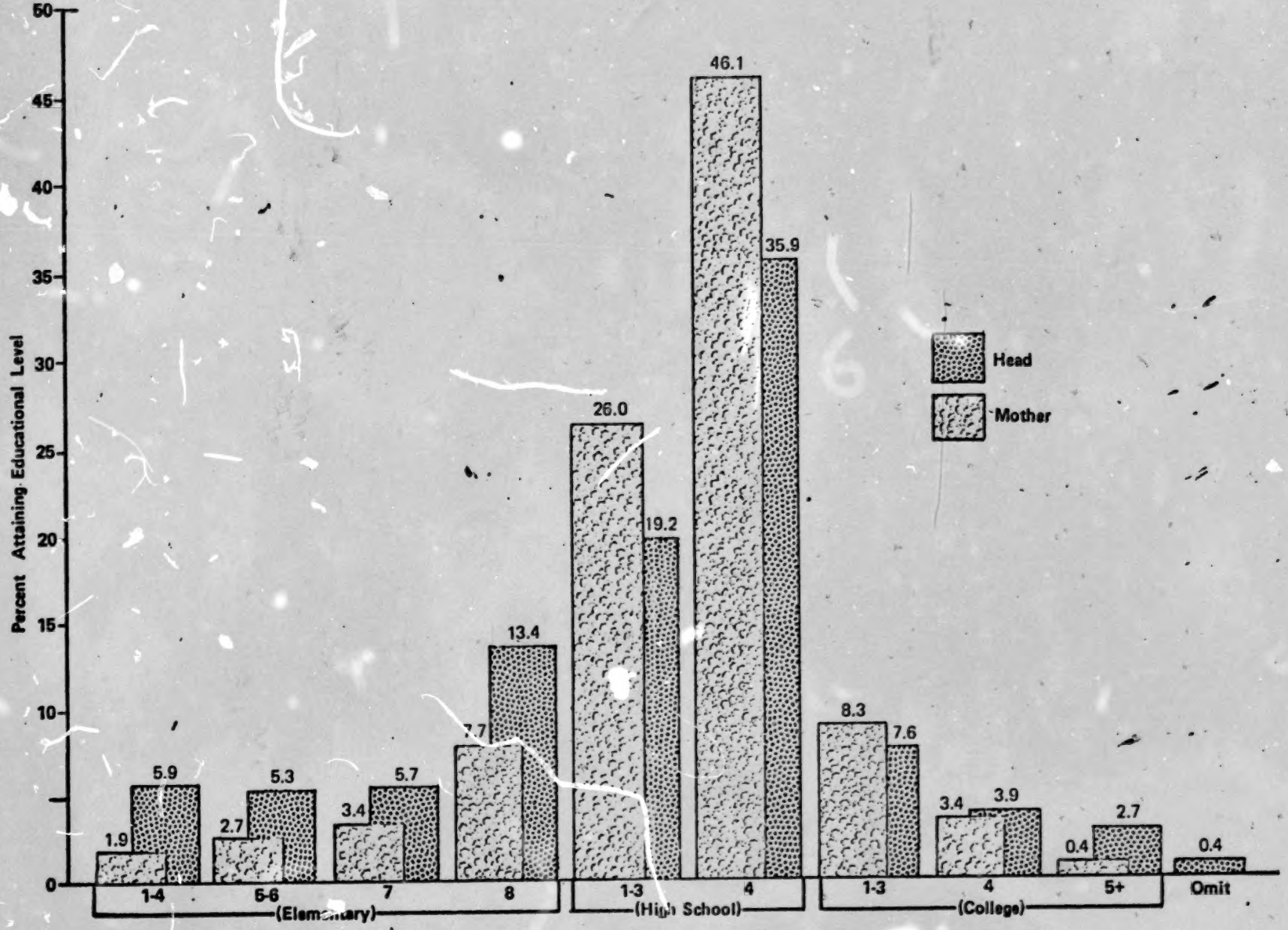

Figure 5
Educational Level
of
Head of Household and Mothers
(Regional, n = 699)

Table 13

Educational Level of Father and of Mother
1968 Hooper-Marshall Study
(n=111)

Educational Level	Father		Mother	
	#	%	#	%
Elementary				
1-4 years	3	2.7	3	2.7
5-6 years	4	3.6	3	2.7
7-8 years	26	23.4	15	13.5
High School				
1-2 years	11	9.9	33	29.7
3-4 years	49	44.1	53	47.7
College				
1-4 years	8	7.2	2	1.8
5+ years	1	0.9	0	0.0
Omit	9	8.0	2	1.8

Table 14

Educational Level of Heads of Household and Mothers
(by State/Site, n=699)

Educational Level	Head of Household										
	Ala.	Ky.	O.	Pa.			Tenn.	Va.	W.Va.		
				#1	#2	Total			#1	#2	Total
Elementary											
1-4 years	3	8	2	0	0	0	8	14	2	4	6
5-6 years	4	7	2	0	0	0	6	13	2	3	5
7 years	7	3	2	0	3	3	10	11	1	3	4
8 years	9	19	10	6	2	8	22	8	7	11	18
High School											
1-3 years	7	18	25	6	4	10	36	16	9	13	22
4 years	15	26	47	10	19	29	64	31	27	12	39
College											
1-3 years	2	7	16	1	2	3	13	5	6	1	7
4 years	1	2	6	0	0	0	10	6	2	0	2
5+ years	0	1	5	0	0	0	6	4	2	1	3
Omit	-	-	1	-	-	-	1	-	-	1	1
Total	48	91	115	23	30	53	175	108	58	48	106

Educational Level	Mother										
	Ala.	Ky.	O.	Pa.			Tenn.	Va.	W.Va.		
				#1	#2	Total			#1	#2	Total
Elementary											
1-4 years	2	4	0	0	0	0	2	4	0	1	1
5-6 years	2	2	0	0	0	0	5	10	0	0	0
7 years	4	5	0	0	0	0	7	5	1	2	3
8 years	7	6	7	1	0	1	19	9	3	2	5
High School											
1-3 years	13	24	18	6	7	13	54	28	8	24	32
4 years	15	38	69	16	20	36	67	40	40	17	57
College											
1-3 years	5	7	12	0	2	2	17	9	4	2	6
4 years	0	5	9	0	1	1	5	1	2	1	3
5+ years	0	0	1	0	0	0	0	2	0	0	0
Total	48	91	116	23	30	53	176	108	58	49	107

Educational Characteristics of Children

Item 2 asked "How many of the children (ages 3, 4, and 5) have had nursery school experience?" Table 15 presents the regional data for this item.

Table 15

Number of Families With Children Who Have Had Experience in Nursery School (Regional, n=699 Families)

	Total Children	Public	Parochial	Other Private	Total
Age 3	236	15(1) 6.4%	1(1) 0.4%	5(1) 2.1%	21(1) 8.9%
Age 4	264	44(1),2(2) 17.4%	1(1) 0.4%	6(1),1(2) 2.7%	51(1),3(2) 20.5%
Age 5	343	53(1) 15.5%	2(1) 0.6%	16(1) 4.7%	71(1) 20.7%
Total Children	843	116 13.8%	4 0.5%	29 3.4%	149 17.7%

*The number outside the parentheses indicates the number of families providing responses to this category, whereas the number inside the parentheses indicates the number of children within the family with nursery school experience; e.g., 3(2) implies three families have two children each of a given age level in a particular type of program. The percent is the number of children in a particular type of program (by age level) to the total number of children of a given age level.

From Table 15 it appears that those children who are older have had more experiences in nursery school. This is probably a function of their age having allowed them more opportunities to attend. One of the limitations associated with interpretation of this item is that each of the survey sites insisted on its own definition of nursery school. Some sites viewed it as a custodial environment, whereas other sites saw nursery school as more of an educational experience. Nevertheless, only 18% of the children in the survey had received some form of nursery school experience.

Item 3 asked "How many of the children (ages 3, 4, and 5) have had kindergarten experiences?" Table 16 presents the regional data for this item.

Table 16

Number of Families With Children Who Have Had Experiences in Kindergarten
(Regional, n=699 Families)

	Total Children	Public		Parochial		Other Private		Total	
Age 3	236	10(1)	4.2%	1(1)	0.4%	-	-	11(1)	4.7%
Age 4	264	13(1)	4.9%	-	-	4(1)	1.5%	17(1)	6.4%
Age 5	343	181(1),3(2)	53.6%	-	-	2(1)	0.6%	183(1),3(2)	55.1%
Total Children	843	210	24.9%	1	0.1%	6	0.7%	217	25.7%

As anticipated and indicated in Table 16, children who are older have had more experiences in kindergarten. About 55% of the five-year-olds had had some form of kindergarten (primarily public). The data in this item are again confounded by the differential interpretations of the meaning of kindergarten at various sites. Many sites, according to the supervisors of the data collectors and as indicated by the direction of responses, contended that a non-school supported home-based educational program was a kindergarten program--especially where five-year-olds were concerned. Hence, over 25% of the children in the survey had received experiences in kindergarten. It should be noted that there may not be as much participation in the general population of preschool families. By definition our sample had at least one child in a preschool program and this may not necessarily be true for a general survey of families with children of preschool age. (U. S. Bureau of the Census data indicated that only 16.1% of the children, ages three to five, were enrolled in preschool education.)

Item 6 asked "How many of the children (ages 3, 4, and 5) have had home-based experiences?" Table 17 presents the regional data for this item.

Table 17

Frequency of Families With Children Who Have Had Experiences in Programs Which Are Home-Based (Regional, n=699 Families)

Age Level	Total Children	Frequency	Percent
Age 3	236	175(1),2(2)	75.0%
Age 4	264	228(1),3(2)	87.5%
Age 5	343	236(1),2(2)	69.4%
Total Children	843	653	77.5%

From Table 17 it can be seen that 653 of the 843 children of ages three through five (77.5%) were reported to have had some form of home-based experience. Again the problem of interpretation exists because of the diversity of definitions applied to the programs at the various sites. Although the definition of program types was standardized among supervisors, the home visitors and/or parents may have used their own definitions and hence affected the numbers appearing in the table.

Home Environment

Item 9 asked "Which of the following do you have in your home at present?" Each family surveyed was to respond as to whether or not reading materials such as newspapers and magazines were present in the home on a regular basis. Table 18 presents the regional data for item 9. Data from the Hooper-Marshall study are also presented.

From Table 18 it appears that about three-fourths of the families had newspapers, magazines, a dictionary, and library books in their homes on a regular basis. However, less than one-half of the families had an encyclopedia in their homes. In comparison with the 1968 Hooper-Marshall data, there were

Table 18

Number and Percent of Families With Various Reading Materials Present in the Home (Regional, n=699)

	1968 Present (n=111)		1974 Present (n=699)	
	#	%	#	%
Newspapers	84	75.7	497	71.1
Magazines	79	71.2	528	75.5
Dictionary	77	69.4	541	77.4
Encyclopedia	49	44.1	341	48.8
Library Books	54	48.6	549	78.5

fewer newspapers, but more magazines, dictionaries, encyclopedia, and library books in the home. Table 19 presents the data by state/site.

Table 19

Number of Families Who Have Various Reading Materials in Their Home (by State/Site, n=699)

	Sample Size	News-papers	Maga-zines	Diction-ary	Encyclo-pedia	Library Books
Ala.	48	31	23	37	23	26
Ky.	91	47	59	74	56	76
Ohio	116	93	105	104	69	95
Pa. #1	23	18	15	15	10	15
Pa. #2	30	25	28	22	17	19
Pa. Total	53	43	43	37	27	34
Tenn.	176	137	145	135	70	166
Va.	108	64	71	71	41	70
W.Va. #1	58	54	54	50	36	56
W.Va. #2	49	28	28	33	19	26
W.Va. Total	107	82	82	83	55	82
Total #	699	497	528	541	341	549
Total %	100.0	71.1	75.5	77.4	48.8	78.5

Item 11 asked "During the day who is in charge of the preschool children if they are in the home?" Table 20 presents the regional data for this item and Figure 6 presents the data graphically.

Table 20

Person in Charge of Child During Day by Frequency and Percent of Families (Regional, n=699)

Person in Charge	Number	Percent
Grandmother	62	8.9
Father	15	2.1
Mother	557	79.7
Brother/Sister	9	1.3
Other Relative	9	1.3
Sitter	25	3.6
Other	22	3.1

From Table 20 it can be seen that 79.7% of the mothers are home during the day to take care of the preschool child, and almost 90% of the time it is either the mother or grandmother who is in charge. Only 6.7% of the time is a non-relative (sitter or otherwise) in the home during the daytime. Table 21 presents the data by state/site.

Item 12 asked "Which of the following meals (morning, noon, evening) does the preschool child usually eat with the family?" Table 22 presents the regional data for this item.

From Table 22 it can be seen that over 60% of the preschoolers eat breakfast with the family, only 40% eat lunch, and almost all of the preschoolers (97%) eat dinner with the family. Table 23 presents the data by state/site.

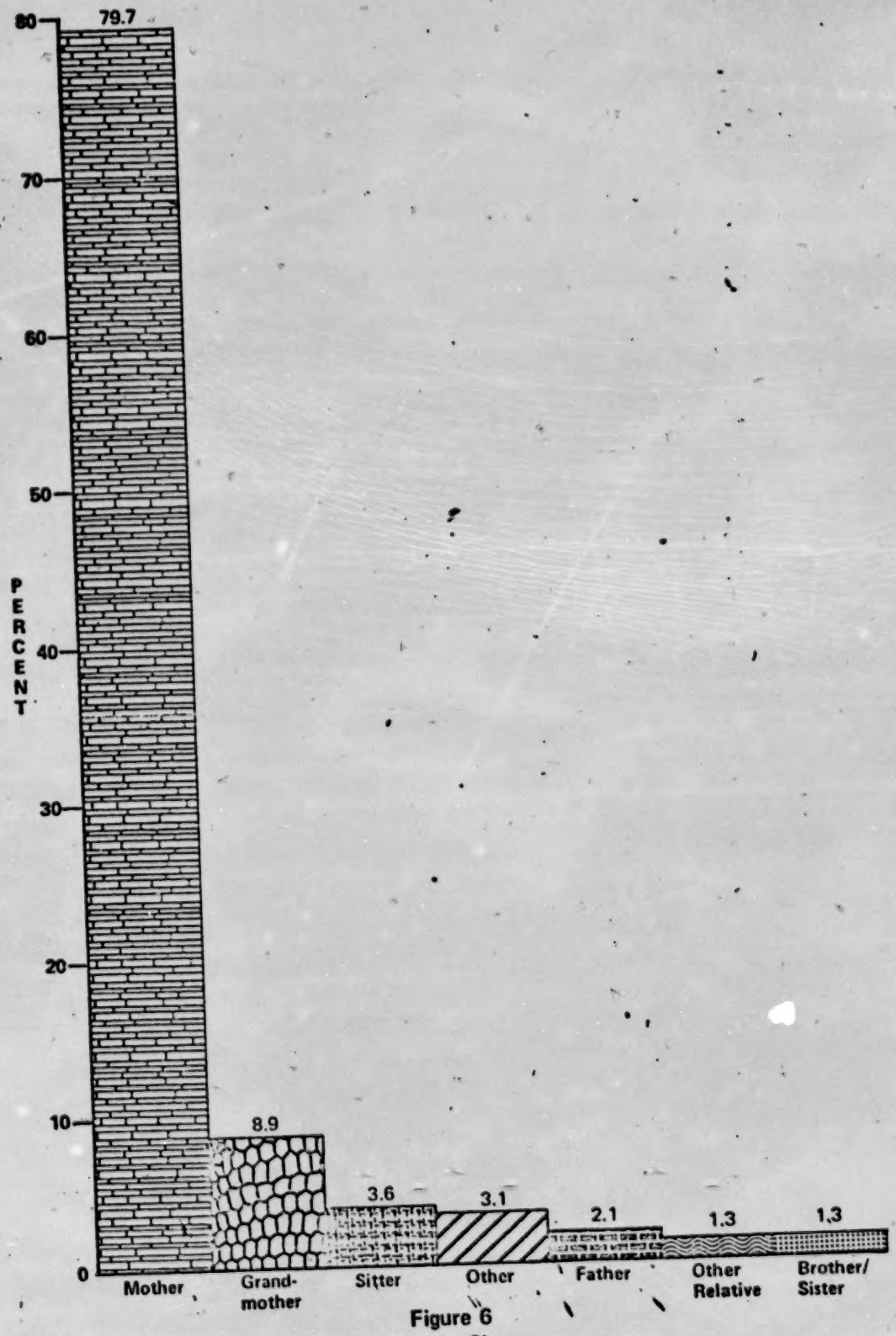

Figure 6
Person in Charge
of Child During Day
(Regional, n = 699)

Table 21

Person in Charge of Preschool Child During Day
(by State/Site, n=699)

	Grand-mother		Father		Mother		Brother/ Sister		Other Relative		Sitter		Other		n
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Ala.	11	23	0	0	24	50	5	10	2	4	6	13	0	0	48
Ky.	9	10	4	4	78	86	0	0	0	0	0	0	0	0	91
Ohio	6	5	4	3	99	85	0	0	1	1	2	2	4	3	116
Pa. #1	2	9	1	4	16	70	0	0	1	4	2	9	1	4	23
Pa. #2	2	7	0	0	24	80	1	3	1	3	0	0	2	7	30
Pa. Total	4	8	1	2	40	75	1	2	2	4	2	4	3	6	53
Tenn.	14	8	1	1	149	85	1	1	2	1	7	4	2	1	176
Va.	5	5	3	3	90	83	0	0	2	2	5	5	3	3	108
W.Va. #1	6	10	1	2	38	66	2	3	0	0	2	3	9	16	58
W.Va. #2	7	14	1	2	39	80	0	0	0	0	1	2	1	2	49
W.Va. Total	13	12	2	2	77	72	2	2	0	0	3	3	10	9	107
Total	62	9	15	2	557	80	9	1	9	1	25	4	22	3	699

Table 22

Meals Child Eats With Family (by Frequency and Percent)
(Regional, n=699)

Meal	Yes		No	
	#	%	#	%
Morning	421	60.2	278	39.8
Noon	276	39.5	423	60.5
Evening	682	97.6	17	2.4

Table 23

Meals Child Eats With Family
(by State/Site, n=699)

	Sample Size	Meal					
		Morning		Noon		Evening	
		Yes	%	Yes	%	Yes	%
Ala.	48	43	90	26	54	47	98
Ky.	91	54	59	1	1	91	100
Ohio	116	52	45	46	40	111	96
Pa. #1	23	8	35	3	13	23	100
Pa. #2	30	9	30	0	0	30	100
Pa. Total	53	17	32	3	6	53	100
Tenn.	176	109	62	102	58	172	98
Va.	108	74	69	41	38	103	95
W. Va. #1	58	35	60	22	38	58	100
W. Va. #2	49	37	76	35	71	47	96
W. Va. Total	107	72	67	57	53	105	98
Total	699	421	60.2	276	39.5	682	97.6

Item 13, the last item on the questionnaire, asked "How many times in the past year has your child gone to a library, zoo, etc?" Table 24 presents the regional data for this item. Also included in Table 24 is the 1968 Hooper-Marshall item data collected on 111 families.

Table 24

Frequency and Percent of Families in Which Child Visits Places
(Regional, n=699)

	Never			Seldom			Several Times			Very Often		
	1974		1968	1974		1968	1974		1968	1974		1968
	#	%	%	#	%	%	#	%	%	#	%	%
Library	366	52	77	131	19	10	104	15	5	98	14	7
Zoo	406	58	63	227	32	22	61	9	13	5	1	1
Museum & Art Gallery	601	86	82	83	12	15	14	2	2	1	0	0
Fire Station	412	59	66	214	31	23	55	8	7	18	3	3
Railroad Station	593	85	81	80	11	16	16	2	1	10	1	1
Airport	350	50	51	210	30	34	102	15	11	37	5	3
Athletic Event	322	46	63	125	18	17	136	19	14	116	17	5

From Table 24 it appears that in the past six years there has been little change in the frequency of visits to the zoo, museum and art gallery, fire station, railroad station, and the airport. However, there has been a substantial increase in the frequency of visits to an athletic event. More than twice as many (percent-wise) families visit the library (several times or very often) now as did in 1968. Similarly, almost twice as many (percent-wise) attend athletic events (several times or very often) now as did when surveyed by Hooper and Marshall in 1968. The data in Table 24 appears to be very important in terms of program development implications. The fact that very few children have ever gone to most of the places listed suggests that provisions for visitation should be built into the program. Table 25 presents item 13 data by state/site.

Selected Correlations

A correlational analysis has also generated coefficients for several of the relationships between selected variables in this study. These selected correlations have meaning when the effect on program development is considered. Table 26 presents these variables and their correlation coefficients.

From Table 26 it appears that there is a direct positive relationship between the level of education of the parents and the occupation of the head of household. That is, in families where the parents have more education the head of the household appears to be engaged in a more professional or "white collar" type of occupation. Also, the relationship between the education level of the mother and of the head of household is quite high (.52). That is, people with high levels of education are married to spouses with a high level of education.

Table 25

Frequency of Families in Which Child Visits Places (by State/Site, n=699)

Place of Visit	Frequency of Visit	Ala.	Ky.	Ohio	Pa.			Tenn.	Va.	W.Va.			Total	
					#1	#2	Tot.			#1	#2	Tot.	#	%
		48	91	116	23	30	53	176	108	58	49	107	699	100
Library	Never	3	25	52	11	15	26	116	75	29	40	69	366	52
	Seldom	38	6	26	0	11	11	22	14	10	4	14	131	19
	Several Times	4	34	20	11	2	13	10	8	13	2	15	104	15
	Very Often	3	26	18	1	2	3	28	11	6	3	9	98	14
Zoo	Never	28	45	57	11	17	28	82	86	40	40	80	406	58
	Seldom	17	34	50	11	11	22	66	19	14	5	19	227	32
	Several Times	3	10	9	1	2	3	25	3	4	4	8	61	9
	Very Often	0	2	0	0	0	0	3	0	0	0	0	5	1
Museum & Art Gallery	Never	48	83	93	22	24	46	145	91	48	47	95	601	86
	Seldom	0	4	19	1	6	7	26	15	10	2	12	83	12
	Several Times	0	4	3	0	0	0	5	2	0	0	0	14	2
	Very Often	0	0	1	0	0	0	0	0	0	0	0	1	0
Fire Station	Never	1	50	77	7	12	19	121	96	7	41	48	412	59
	Seldom	41	33	29	8	11	19	47	9	30	6	36	214	31
	Several Times	4	6	8	6	6	12	4	3	18	0	18	55	8
	Very Often	2	2	2	2	1	3	4	0	3	2	5	18	3
Railroad Station	Never	40	77	100	21	28	49	153	91	41	42	83	593	85
	Seldom	4	10	11	2	2	4	21	14	10	6	16	80	11
	Several Times	0	3	3	0	0	0	2	2	5	1	6	16	2
	Very Often	4	1	2	0	0	0	0	1	2	0	2	10	1
Airport	Never	27	55	52	16	16	32	67	60	35	22	57	350	50
	Seldom	14	25	36	4	10	14	63	35	14	9	23	210	30
	Several Times	4	10	23	2	2	4	29	10	9	13	22	102	15
	Very Often	3	1	5	1	2	3	17	3	0	5	5	37	5
Atheltic Event	Never	22	34	33	16	14	30	84	70	16	33	49	322	46
	Seldom	8	20	29	1	6	7	28	16	14	3	17	125	18
	Several Times	11	17	26	4	8	12	35	14	15	6	21	136	19
	Very Often	7	20	28	2	2	4	29	8	13	7	20	116	17

Table 26

Correlation Coefficients and Significance Levels of Selected Variables (Regional)

	Correlation Coefficient	# of Pairs	Significance Level
Occupation of Head of Household vs. Educational Level of Head of Household	-.35[a]	696	.0001
Occupation of Head of Household vs. Educational Level of Mother	-.21[a]	698	.0001
Community Size vs. Educational Level of Head of Household	-.08[a]	697	.05
Community Size vs. Educational Level of Mother	-.05[a]	699	N.S.
Educational Level of Mother vs. Educational Level of Head of Household	.52	697	.0001

[a]The direction of the coefficient is an artifact of the coding and therefore they should not be interpreted as negative relationships.

While the education level of the mother and of the head of household are only slightly correlated with community size (.05 and .08, respectively), it appears that these two near-zero coefficients have direct program development implications. Program developers and/or evaluators of program materials should not use community size as a criterion for site selection for testing prototype materials if the assumption has been made that the smaller or more isolated the community, then the lower the education level of the parents. Apparently highly educated as well as less educated parents are found in all different size communities.

Conclusions and Summary

After the representativeness of the field survey sample was established, the data obtained from the demographic survey does lend support to claims of diversity in the Appalachian Region. Some stereotypic claims appear to be substantiated as a result of the survey whereas other claims appear to be refuted.

The size of the families with preschool children in the survey sample appears to be quite small. Over three-fourths of the families have three or less children in the home and only a few (about 13%) families are relatively large (5 or more children in the home).

In 87% of the homes surveyed, the mother of the preschool child is not considered to be the head of the household and 73% of the mothers are not employed outside the home. Consequently, in 20% of the homes the mother is the person who is in charge of the preschool child during the day. These facts tend to generate a picture of a male-dominant environment where the male is employed and provides a home for the female and their children.

However, when one looks at the occupational listings of the heads of household, over 12% of the heads of household are unemployed. Over one-third are employed as laborers or craftsmen and only 14% could be considered to have "white collar" jobs. Possibly related to the type of employment held by the head of the houshold is the fact that nearly all the preschoolers eat the evening meal with the entire family, almost two-thirds eat breakfast with the family, but less than one-half of the preschool children eat the noon meal with the family.

As could be expected from the procedure used in obtaining the survey sample, over three-fourths of the homes surveyed are in areas where there are less than 2,500 people. These data suggest that most of the MPEP target population will be located in small farm-type residences or in small clusters of residences isolated from larger population centers.

The data also indicate that the educational level of the mother is slightly higher than the educational level of the head of the household. Over 91% of the mothers are at least eighth grade graduates, whereas 80%

of the heads of household are eighth grade graduates. Similarly, over 58% of the mothers are at least high school graduates whereas about 50% of the heads of household are high school graduates. Since the HOPE process involves the use of parent materials, this knowledge of the level of educational attainment may be useful in preparing materials which are suitable to the reading level of the primary users. It should also be pointed out that about three-fourths of the homes have newspapers, magazines, a dictionary, or library books present for the adults and children to use.

Finally, although there has been little change in frequency of visits to the zoo, museum and art gallery, fire and railroad stations over a six year period, parents are more frequently taking their children to athletic events and the library.

When one looks at the state/site data across the entire Appalachian Region, the presence of diversity becomes more apparent. Deprivation does not appear to be as extreme as does diversity. Consequently, this diversity must also be taken into account as program materials are prepared.

Appendix A

Selected Demographic Characteristics for Counties of MPEP 1974 Field Study Sites

Selected Demographic Characteristics for Counties of MPEP 1974 Field Study Sites [1]

State	County(s)	Sample Size	County Median Family Income	% of Families Below Poverty Level	% Households With TV
Alabama	TARCOG[2]	82	$7,109	21.1%	93%
Kentucky	Letcher Pike Knott	122	$4,372	45.2%	83%
Ohio	Gallia	143	$6,915	19.1%	94%
Pennsylvania	Armstrong Washington Greene	86	$7,901	12.8%	97%
Tennessee	Clinch-Powell Ed. Coop.[3]	200	$4,086	41.1%	88%
Virginia	DILENOWISCO Ed. Coop.[4]	197	$5,738	28.2%	90%
West Virginia	Pendleton Raleigh	121	$6,048	24.1%	90%
Mean weighted by sample size			$5,746	29.2%	90%
Mean for Appalachian Region			$6,873[5]	21.3%[5]	92%
Sample excess (+) or deficit (-)			-$1,127	+ 7.9%	- 2%

[1]Data obtained from State Bureau of Census Reports for each state, e.g., U. S. Bureau of the Census, Census of Population: 1970 General Social and Economic Characteristics, Final Report PC(1)-C2, Alabama, U. S. Government Printing Office, Washington, D. C., 1972, except that data regarding TV ownership for this preliminary report were obtained from A. C. Nielsen Company data found in the Television Factbook, Television Digest, Inc., Washington, D. C., 1972.

[2]Counties are Limestone, Madison, Jackson, DeKalb, and Marshall.

[3]Counties are Campbell, Union, Claiborne, and Hancock.

[4]Counties are Lee, Scott, Wise, and the city of Norton.

[5]Calculated from 1970 census reports and reported in Demographic and Marketing Data for the Marketable Preschool Education Program, Technical Report No. 26, Appalachia Educational Laboratory, Inc., Charleston, West Virginia, 1973.

Appendix B

General Instructions for Home Visitors

General Instructions for Home Visitors

*** Before administering the surveys inform each parent that they have been asked to cooperate in several small studies of Appalachian families with preschool children. Although their participation in the studies is optional and they do not have to respond to particular items, their cooperation would certainly be appreciated.

1. On the outside of the packet is written a nine-digit number. Please write this number on <u>each</u> of the four surveys on the lines which begin ID # _____. Also record the name of the site (or program), name of the county in which the home is located, and your own name on <u>each</u> of the four forms.
2. Remove from the packet the "TV Survey" sheets and follow the instructions printed on the sheets. Mark the parent's responses to each item (or answers to each question) directly onto the "TV Survey" sheets. Items 5F and 5H require the use of the TV Picture Quality sheet (three pictures of TV reception).
3. First, remove from the packet the "Parent Materials Survey Sheets". These two sheets are your instruction and answer sheets. Second, remove the three sheets of paper labeled A, B, and C in the lower left corner. These are the sheets that you will hand to the parent <u>one at a time</u>. Third, remove the two plastic bags which contain the puzzle pieces and pictures of bears. Follow the instructions carefully and mark the responses to each item on the two survey sheets. DO NOT AID OR HELP THE PARENT IN ANY WAY.
4. Remove from the packet the sheets of paper titled "Parent Rating Scale of Child Competencies". Give the sheets to the parent and instruct her to read the directions at the top of the page silently to herself while you

read them aloud. Do the two sample questions with the parent to make sure that she knows how to fill out the form. Then have the parent respond to each item on the sheets by marking her responses directly onto the sheets. NOTE: If you know that the parent cannot read the items on the sheets, you may read the items aloud to the parent and then mark her responses directly onto the sheets.

5. Remove from the packet the three sheets titled "Demographic Survey". Ask the parent each question and then you mark the response directly onto the sheets. Items 2 and 3 require you, the home visitor, to add across each row of boxes and insert the total number at each age level. Item 7 requires you to write on the line the exact occupation of the head of household, and the second part of Item 7 requires you to categorize the stated occupation and place the number of the appropriate category on the second line.

6. When these tasks are completed (and before you get to the next home), please put the answer sheets together in the following order and replace them in the packet:

   a. On the top, place the "TV Survey" sheets.

   b. Next to the top, place the "Parent Materials Survey Sheets".

   c. Third from the top, place the "Parent Rating Scale of Child Competencies" sheets.

   d. On the bottom, place the "Demographic Survey" sheets.

7. Please leave the puzzle, the bear cards, and the three Parent Materials sheets labeled A, B, and C in the home when you leave.

Appendix C

Demographic Survey

Site _____ ID # _____ (1-9)

County _____

Home Visitor _____

Demographic Survey

Directions: Ask the parent each question below and mark the given response directly onto these sheets.

1. How many children of each age live in this house?

0	____	(10)
1	____	(11)
2	____	(12)
3	____	(13)
4	____	(14)
5	____	(15)
6 or older	____	(16)

2. How many of the children (ages 3, 4, and 5) have had nursery school experiences?

	NURSERY SCHOOL			
	Public	Parochial	Other Private	Total
Age 3	(17)	(18)	(19)	(20)
Age 4	(21)	(22)	(23)	(24)
Age 5	(25)	(26)	(27)	(28)

3. How many of the children (ages 3, 4, and 5) have had kindergarten experiences?

	KINDERGARTEN			
	Public	Parochial	Other Private	Total
Age 3	(29)	(30)	(31)	(32)
Age 4	(33)	(34)	(35)	(36)
Age 5	(37)	(38)	(39)	(40)

4. Is the mother the head of the household? (Circle) No 0 Yes 1 (41)

5. Does the mother work outside the home? (Circle) No 0 Yes Part-Time 1 Yes Full-Time 2 (42)

6. How many of the children (ages 3, 4, and 5) have had home-based experiences?

	HOME-BASED
Age 3	(43)
Age 4	(44)
Age 5	(45)

7. What is the occupation of the head of the household? (Write in)_____

01 Professional and Technical - doctor, lawyer, teacher, nurse, clergyman, artist
02 Managers and Administrators, except farm - sales manager, office manager, government official
03 Sales Worker - sales clerk, real estate agent, insurance salesman
04 Clerical Workers - secretary, bookkeeper, typist, bank teller, mail carrier
05 Craftsmen - foreman, mechanic, repairman, plumber, baker, carpenter
06 Operative - meat cutter, machine operator
07 Truck drivers, railroad engineers, transporters
08 Laborers, except farm - construction, freight, materials, miner
09 Farmers and Farm Managers
10 Farm Laborers and Farm Foremen
11 Service Workers - barber, janitor, waiter
12 Private Household Workers
13 Not Employed

Place the number of the appropriate category on the line. _____ (46-47)

8. In what size place do you live?

	(Circle)	
greater than 50,000	0	
50,000 - 10,000	1	
9,999 - 2,500	2	(48)
less than 2,500; small town	3	
less than 2,500; farm	4	

9. Which of the following do you have in your home at present? (Circle appropriate number)

	YES	NO	
newspapers	1	0	(49)
magazines	1	0	(50)
dictionary	1	0	(51)
encyclopedia	1	0	(52)
library books	1	0	(53)

10. What is the highest grade in school completed by the head of the household and by the mother? Place appropriate number (1 through 9) for <u>each</u> person on the lines below.

<u>Elementary</u>			
1-4 years	1		
5-6 years	2		
7 years	3	Head of Household _____	(54)
8 years	4		
<u>High School</u>			
1-3 years	5		
4 years	6	Mother _____	(55)
<u>College</u>			
1-3 years	7		
4 years	8		
5+ years	9		

11. During the day who is in charge of the preschool children, if they are in the home? (Circle appropriate number)

grandmother	0	
father	1	
mother	2	
brother/sister	3	(56)
other relative	4	
sitter	5	
other _____ (write in)	6	

12. Which of the following meals does the preschool child usually eat with the family? (Circle appropriate number)

	Yes	No	
morning meal	1	0	(57)
noon meal	1	0	(58)
evening meal	1	0	(59)

13. How many times in the past year has your child gone to a: (Circle appropriate number)

	Never	Seldom	Several Times	Very Often	
library	0	1	2	3	(60)
zoo	0	1	2	3	(61)
museum & art gallery	0	1	2	3	(62)
fire station	0	1	2	3	(63)
railroad station	0	1	2	3	(64)
airport	0	1	2	3	(65)
athletic event	0	1	2	3	(66)

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